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ANNUAL SUMMARY OF

*FOREIGN*

*AGRICULTURAL*

*TRAINING*

AS OF JUNE 30, 1962

U.S. DEPARTMENT OF AGRICULTURE  
FOREIGN AGRICULTURAL SERVICE  
WASHINGTON 25, D.C.

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Learning by doing--on the front cover. These A.I.D. agricultural participants pictured at Oregon State are all in action. Left to right, they are David Mootela and Mordecai Katumba of Kenya inspecting an evaporating pan in a corn plot, Hayati Olez from Turkey in a plum orchard, and Nyguyen Van Hy of Vietnam studying wood technology.

Dr. Robert M. Warner (left on the opposite page) points out papaya lumps occurring in some hybrid fruits to Pairoj Pholprasid of Thailand. Pairoj is working towards a master of science degree in horticulture at the College of Tropical Agriculture, University of Hawaii. Dr. Warner gives close individual attention to participants such as Pairoj--an essential in training effectiveness.

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ORGANIZING EFFECTIVE TRAINING

Again this year we choose one aspect of foreign agricultural training to highlight. The story in figures is presented as usual in the latter pages of this Summary. But we deal first with EFFECTIVE TRAINING METHODS, this year's theme.

We cover a broad front. Training begins with the selection of participants overseas, continues throughout the processes of orientation and program planning, and does not really end when the participant returns to his job at home. In between is the most important segment -- the learning experience itself in terms of a specific set of objectives.

We could most conveniently divide this training in two parts -- arrangements for training and the training per se.

In arranging training, these are the essential elements:

1. Well-selected participants.
2. Available facilities in the right location.
3. Competent trainers.
4. Appropriate timing, with seasonal accuracy so vital in agriculture.
5. Close relationship of training to the needs of the participant and to his opportunity to use the training.

On the other hand, there is the actual training -- the real core of the training experience with

its all-important relationship between the trainer and the trainee. This phase of the training -- to borrow from the science of pedagogy -- requires:

1. Emphasis on the individual and human relations factors.
2. The participant's grasp or perception of the thing to be learned.

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Two Turks (second and fourth from left below) get on-farm experience when studying soils with SCS at its Ft. Robinson-Great Plains Training Center. Here they are shown on the Smith farm near Crawford, Nebraska, studying the relation between soil and capability.



3. The participant's interest in learning or having a conscious desire to learn.
4. Involvement of the participant in an active way.
5. Confidence of the participant in the trainer.
6. Wise use of training materials and resources.

In this summary we report how these aspects of proven educational science are being employed in foreign agricultural training. First, a look at the process of arranging training as it operates among the A.I.D. missions overseas, A.I.D. in Washington, USDA, and U.S. training cooperators:

Committee Planning -- Those elements for successful training arrangements listed above require the widest possible sources of knowledge about the U.S., its rural economy, its educational institutions, and its technical competence. No one person can have all this information. Thus USDA calls in specialists and technicians from every part of its own operation, other Government agencies, private groups and sometimes even commercial firms to sit on committees which determine jointly the program for an individual participant or team of foreign visitors.

The sharing of ideas in the committee process does more than tapping broad resources -- it stimulates creativity in the planning. The provision by the USDA and by each of the land-grant institutions of foreign training contact officers facilitates this process.

Prospectuses for Missions -- Outlines for available training in agriculture and related fields, called prospectuses, go annually to all A.I.D. missions in A.I.D. countries. These assist in intelligent programming of overall training in the country program, help improve the selection of participants, guide the mission and the participant himself in what can be expected, and alert missions to provide training in the varied subject matter areas proven essential in the successful development of U.S. agriculture.

Proposed Programs -- A.I.D./USDA program planning involves a whole host of concerned people in the preparation of proposed programs for review. It provides opportunities for approval or suggested improvements by country missions, foreign governments, the participants, A.I.D. Washington officials, and U.S. training cooperators -- which for one program alone may include many facets of U.S. agriculture from colleges to farmers and commercial firms. The proposed program does many useful things -- but one of its best features is to corral ideas from overseas and U.S. cooperators before the participant embarks on training which might prove inapplicable.

Orientation and Counselling -- The understanding of people with all its ramifications is nowhere more important than in the orientation and counselling process which must precede specific training, especially for people from other lands. Many hours go into this process in the missions and throughout the participant's U.S. visit.

Special presentations with visual aids and group discussions mark many orientation sessions, while private and individual counselling with program specialists and others prepare visitors in both





It's field training to supplement lectures for this group of Kenyans above studying the high sheep range at a 7000-foot elevation in Montana.

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Involving the participant is a superior way to train. Here at right Mrs. Johanna Klausner, Israeli floriculturist, works alongside Plant Pathologist Dr. Charles Gould at the Puyallup station of Washington State University.





For a training site, Oregon State picks soil similar to some tropical soils found in the home country of these Kenyans (top right and bottom) as they study an exposed soil profile of a latosol with Professor Murray Dawson of the OSU staff.

personal and professional ways. Experienced counsellors, using past successes and failures as benchmarks, ease the first hours for an overwhelmed international participant in this country and strongly shape the pattern for the entire U.S. sojourn.

Final Programs -- These are the official guides for the participant and trainees, keeping the ultimate objectives in view. Each segment of the training is related to each other segment to avoid repetition or subject-matter gaps as much as possible. Changes are possible within the segments but since the final program is a record of official commitments by missions, USDA, cooperators and participants, changes in the total program require review by missions and A.I.D./W.

Evaluation -- Evaluation frequently occurs during training and in Washington just before participants return to home countries. Time to confer with program specialists, program planning committee members, and A.I.D. technical advisers allows the program planning committee to learn the participant's reaction to his U.S. training experience. Special exit evaluation interviews are conducted under the guidance of trained evaluation specialists. Participant responses to training have become an all-important guide to program planners.

These are not a complete list of effective techniques used in the training process. They do indicate that sound principles of pedagogy or educational psychology, of public administration or institutional management are employed in the many phases of foreign agricultural training.



## HOW TRAINING COOPERATORS DO THE JOB

Like any other educational system, foreign agricultural training has a hundred aspects. Each element contributes to the overall success.

For effective training, the recipe is based -- as we have already said -- on sound principles of pedagogy and a solid knowledge of subject matter. The mixture also requires a big helping of cultural anthropology, a dash of political science, a large dose of curiosity about the world outside the United States, an intimate knowledge of the agriculture and the rural people in the nation or one's own locale, an acquaintance with American history, a smattering of broad-mindedness, a daily look at the morning headlines and a great big sense of humor. Command of a foreign language and experience overseas makes icing for the cake -- but these are not all-essential ingredients.

Studying these various elements, we have listed some techniques that training cooperators across the nation are using to train foreign agriculturists and their associates in the related fields of the sciences, forestry, home economics and public administration. Examples as they have actually occurred are listed for many techniques. Hundreds of other illustrations exist.

1. Planning Training Programs in Advance -- A "must" up to the point that it also allows for flexibility after arrival of the participant. The University of California at Berkeley is one

of many universities which plans promptly on arrival of program outlines from Washington a program to use the broad resources of California locations and institutions, including other campuses of the University. These give the program specialist, committee and the participant opportunity to review in advance. This also makes it easier to inform other training cooperators of what training has been provided or is being planned.

2. Use of Campus Committees to Plan Programs -- This is part of number 1 because it insures broader cooperation. Most land-grant institutions, such as Ohio State for example, use them principally in planning for large groups or teams of foreign visitors.

3. Campus Review of Proposed Programs -- Immense sources of knowledge to supplement the Federal Government's information about international technical development exist in our land-grant colleges.

In the spring of 1962, the University of Hawaii had occasion to review proposals for a sugar cane training project from Indonesia. A staff member there happened to know the Indonesian sugar cane situation well, made suggestions for a different subject-matter emphasis and relayed them to Washington. When sent along to the mission in Indonesia, the mission expressed gratitude for the ideas and made some fundamental changes in the training objectives.

4. Advance Orientation of Training Staff -- Especially important when staff has not previously handled foreign training and when advance information





At left, it's on-the-job training for Mohamed Sfaxi of Tunisia as he works with a dumpy level in preliminary surveying for a fish pond. SCS planned this training on a Kansas farm.

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Many are--but not all good teachers are on college campuses. Here an experienced western farmer who knows his corn breeding is explaining the techniques of pollinating corn for two African visitors.

is available on individuals and the background of their home country project. Ohio State found this technique "very helpful" in readying training for an agricultural marketing team.

5. Use of Participant Workbooks -- Much depends, of course, on the quality of the workbook and how much it supplements information already available in participant programs. One Philippine participant found it especially useful in studying wood products engineering at Syracuse University. "In my studies," he commented, "my major professor worked out a program based upon the detailed objectives and information listed in my workbook and the objectives in my workbook are related to the problems in my country with emphasis on veneer and plywoods."

6. Flexible Adjustment to Participants Needs -- It's one thing to plan in advance and another to be willing to change the plan when it needs some adjustment to the background of the participant -- and the objectives of the program.

At Oregon State University, the participant and his advisor sit down together and prepare jointly a brief written outline covering objectives while at OSU, academic plans and a practical field program. Participants like the written plan and review it often, sometimes revising it along with the advisor. One such program prepared for a Kenyan studying fertilizers includes courses during the winter quarters and experiment station visits in the field in the summer months.

7. Drawing on Wide Resources On and Off Campus -- Carried out widely both in programs drawn up in Washington and those arranged locally. This year's Final Programs and Itineraries listed 399 private organizations which cooperated with foreign agricultural training -- chemical and insecticide companies, cooperatives, information media, trade organizations and innumerable others. Probably several times this number, in addition, provided assistance in cooperation with land-grant institutions.

When five Kenyans studying rural development visited Montana this summer, Montana State College had a two-week schedule for the men that included everything from thorough sessions with extension and research leaders on the campus to visits to SCS work projects in the field, an evening "cook-out" at a youth camp, individual ranch home visits, a study of feedlot operations and a sheep show and sale. Everyone along the way was alerted to cooperate.

8. Use of Commercial Firms -- Teams and individuals studying marketing methods in the U. S. are examples of many foreign visitors whose agricultural studies here would be meaningless without wide and thorough cooperation from commercial firms dealing in agricultural supplies and products.

When three dairy plant managers from India were sent to the University of Minnesota last fall, their advisers soon realized they would benefit more by merely auditing courses in dairy husbandry and devoting considerable time to observations in local plants specializing in fluid milk, dried milk, condensed milk, butter and



cheese. They even found one plant producing butter oil -- in common use in India.

The Indians also studied in a local feed mill operated by a large dairy cooperative and visited three companies manufacturing or handling dairy equipment including bulk storage tanks for milk, bulk hauling tanks, stainless and aluminum alloy churns, small bottle filling machines and butter trolleys.

9. Programming at County Level -- This technique gives foreign agriculturists a close-up look at programs operating directly with farmers and their families, including the use of local voluntary leaders and how farm families work together towards community development.

Mrs. Elsa Galindo, home economics leader from Bolivia, was programmed for a week in Barton County, Kansas, by Kansas State University. Mrs. Galindo saw a host of activities in this Great Bend area -- attending a home demonstration club meeting to discuss community projects and a silent food auction to raise money for the local Red Cross Bloodmobile project.

She also took a 4-H Club tour with club members and attended a 4-H picnic, visited many homes with the agent, and heard the agent lecture on "Sewing Methods with Wash and Wear Cottons." With the agent she also reviewed the annual program of work and studied county extension office organization.

10. Programming on Farms -- For a firsthand look at American agriculture -- its economy, its productivity and its effects on family life where it matters most -- nothing exceeds farm family visits. The University of Vermont found warm welcomes for overnight visits on Vermont farms for an agricultural information team from Nyasaland, Northern Rhodesia, Tanganyika, Somali, Surinam and Jamaica. Some of the participants donned old clothes and took over field and barn chores in order to get working experience with their hosts.

11. Personal Counselling -- This gets done all along the line from the overseas mission and Washington to the faculty adviser. It's particularly appropriate that the foreign agricultural affairs contact take time to do it -- as at the University of Mississippi where Dean Louis Wise himself knows his foreign participants by their first names, keeps up to date on their health and personal problems, takes participants home to dinner and makes it his business to keep informed on academic progress. The University of Hawaii reports that "many professors and faculty advisors take deep personal interest in participants."

12. Programming in Appropriate Farm Areas -- This is an obvious "must" when participants have narrow subject-matter interests such as Santa Gertrudas cattle, sugar cane or "logging in mountainous areas." For example, regional and seasonal placement problems arose in California in programming an Israeli interested only in avocados and pears -- with varying harvest seasons for the two crops plus equally varying seasons for different varieties of avocados.



Elizabeth Nettey of Ghana, left in the picture at right, gets personal counselling from Dean Miriam Scholl of Oregon State's School of Home Economics. Miss Nettey is studying "basic home economics" in the U.S.

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Personal counselling marks all good training. Here Oregon State Professor of Entomology Charles H. Martin helps Aphirat Arunin of Thailand in drawings of the muscles of beetle larvae. Part of Arunin's thesis program was developing a method of classifying these larvae on the basis of muscle patterns.





County level programming means meeting American people. Above, this honest-to-goodness American is a young Zuni Indian girl in New Mexico (left), shown with her pet 4-H Club calf. The two women standing are Chileans with an A.I.D. team studying rural women's programming in the U.S.

Appropriate geographical placement has value as well for participants in more general fields studying rural institutions, agricultural programs or administration -- so exit evaluation interviews prove -- since there is more impact when methods are proved practicable in agricultural areas similar to home countries.

A Filipino participant was especially grateful for observations he made in Hawaii when he discovered "the soil of Kona, the aggregates of which are mostly lava rocks similar to ours, on which are grown the most healthy coffee under modern and scientific methods compared to those visited in other countries. The observation and training in Kona and other places in Hawaii fully justify the effort, time and expense involved," he felt.

13. Field Observations -- Among many examples -- a thorough look at rural credit programs which teams of foreign agricultural credit men get when they visit local PCA's, FHA offices and also private banks in agricultural areas. A team of 11 from Korea, the Philippines, Nigeria, Peru, and Libya this year were especially enthusiastic about their learning experiences with the Citizens First National Bank in Princeton, Illinois.

14. On-the-Job Training -- "Observation is fine but actual practice is much better," declared John Wilson, agricultural information man from Liberia, as he went through the paces set for him by New Mexico State University's agricultural extension editor. During his



training at New Mexico Wilson developed and improved his skills in photography, poster work, news writing and editing, multilithing and use of visual equipment in the editor's office. Many participants studying agricultural photography are sent right into the dark-room to develop their own films.

One of the most significant techniques put to use in this area is one-year on-the-job placement of A.I.D. participants as "Visiting County Agents" in Texas counties. Its initial success on the Texas side -- judged by overwhelming community acceptance of the idea -- forecasts lasting values for the visitors in training. One Brazilian and one Indian participant have already completed such training and three Indians are presently in Texas under similar arrangements.

15. Right Combination -- Theoretical and Practical -- Seven participants from Colombia, Nicaragua, Spain, Surinam, Turkey and Vietnam illustrated this experience in their agricultural economics short courses at the University of Nebraska. Six weeks of lectures and discussion sessions on the campus were followed by five weeks in rural areas of Nebraska and western Iowa -- visiting bankers, hog and cattle feeding operations and livestock research facilities.

16. "Feedback" Method in Lectures -- The old-fashioned way to teach -- one we accepted from our European heritage -- was to lecture, lecture, lecture and hope the student listened. The

The best way to find out whether the planned program on campus is going to be useful to the participant is to interview him when he first arrives. Here below Dean C. C. Murray of the University of Georgia College of Agriculture chats with Yugoslavia's Minister of Agriculture and Forestry Dr. Slavok Komar.





modern progressive way is to involve the student. Ohio State faculty members say they feel strongly the need for foreign participants to take part in the discussion, to ask questions, to cite examples of their own, to exchange ideas between themselves. In the communications courses at Purdue, the lecturer often teaches by asking questions of his audience rather than telling them.

17. Use of Visual Aids -- Especially important to participants with language problems are visual presentations of every sort which tell the story graphically. A team of 11 Tanganyikan agricultural leaders studying U.S. extension methods were particularly impressed with the visual aids they saw used in a communications seminar at the University of Illinois. They asked for -- and got -- the University to add several days of special training on creating visuals. It was a real work session, the men in short sleeves practicing with scissors, paste, cardboard and flannel.

18. Selecting Appropriate Staff Members -- Some staff members, as many a training cooperator has discovered, have a special flair for working with foreign visitors. This may be because he or she has had experience overseas -- but not always. In fact, one university voices this caution -- just because a person has worked overseas does not guarantee that he is the best man to train foreign students. More important is interest in and understanding of people. And there's the further problem that the teacher with overseas experience must avoid using all his examples from one foreign culture only.

Then there is the value of meeting internationally-known scientists. Dr. Israel Peretz, Head of the Entomological Section of the Plant Protection Division, Ministry of Agriculture, Israel, considered his two-week program with the USDA Fruitfly Laboratory in Hawaii unique and outstanding. He exchanged ideas with Dr. Loren Steiner, internationally recognized entomologist on subjects like the ecological approach in the control of insect pests and chemosterilants (chemicals affecting sexual behavior of insects).

19. Orientation on Living Conditions -- One of the spectacular improvements at colleges and universities across the country is the way they have tackled orientation on the practical, everyday living situations foreign students encounter. Excellent brochures and handbooks, campus maps, advance housing surveys and arrangements, community education programs mark the foreign student program on campuses too numerous to mention. Louisiana State prepares an exhaustive packet for foreign agriculturists -- whether enrolled or not -- which includes among other things considerable literature on the state's agriculture. Many colleges reserve a number of dormitory rooms in advance for foreign A.I.D.-sponsored agriculturists. On many campuses, there are down-to-earth orientation sessions.

20. Understanding the Foreign Student -- Books could be written on this subject. But no true educator would say that the foreign student can be slipped into the identical mold of the American student with ideal results. Professors and counsellors across the land recognize this, reckoning also with the problem of foreign student age which

is often considerably higher than the teen-age U.S. undergraduate. Also, many foreign students hold high-ranking positions in their home governments and require recognition and attention befitting their status. Personal counselling is one obvious solution. But special programming, especially for agriculturists, in off-campus situations could be employed more widely.

21. Evaluation -- Informal and Formal -- There's the theory -- certainly valid -- that evaluation goes on continually and that good evaluation techniques mean evaluating daily. Both formal and informal evaluation techniques are needed in this process. Innumerable training cooperators do it.

Midterm evaluation is useful as in the case of an A.I.D. tropical forestry team training with the Forest Service in Puerto Rico. The Washington program specialist conducted the session using questionnaires and verbal discussion but followed it up by trips into the forest with the group, observing for himself morale and participant reaction.

The North Carolina Extension Service conducted evaluation session on the last afternoon of a visit from 11 Kenyan agricultural leaders. Intensive discussions with participants threw light on high points in the program and also aspects the visitors felt could have been improved.

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In conclusion, this is no complete list of

effective training techniques. Any training specialist could more than triple this number. The important thing is that training cooperators employ proven educational methods, not just the skills of the "Cook's Tour" guide, in this training program.



Visual aids at work in the field. Two Yugoslavs above (second and fourth from left) look on as two conservationists from the local Soil Conservation work unit at Stockton, California, describe farm planning.



## TRENDS IN SIXTY-TWO

A look at the statistical sections of this Summary and you will see some of the following developments for the year:

1. An Overall Drop -- Specifically reflecting the reorganization within A.I.D. which held up decisions overseas on participant training, there was an overall drop in numbers of foreign agricultural visitors arriving in the U.S. this year. The reduction amounted to 13 percent for the A.I.D. "primary" visitors, which represent the major programming activity for USDA and the universities. These A.I.D. visitors came to a total of 892 compared with 1,027 last year.

The drop was only 4 percent for all visitors since the number of non-sponsored visitors remained virtually unchanged. But even with arrivals lower, the number of man months of training for the year increased -- an indication that participants who do arrive stay longer than they did in previous years and continue to keep training facilities just as busy. In addition, the 1962 decrease is undoubtedly temporary since A.I.D. reorganization is fairly complete.

2. Africans Still High -- Regions from which foreign agriculturists arrive remain generally unchanged from last year, with the number from Africa still high compared with five years ago. In 1958, sponsored Africans numbered 53; this year they were 367. Far East numbers were down

a bit this year, partly reflecting a decrease from Japan where the A.I.D. program has been closed down.

3. Japan Down but Still Highest -- The decrease of 71 participants from Japan this year still left that country the highest single A.I.D. country from which foreign agriculturists came. It is not completely accurate to call Japan an A.I.D. country because with the closing of the mission, some of these came under self-financing arrangements.

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The increasing number of Africans is illustrated below by the visit of Kiptui Rotich of Kenya, here shown with the Harold Vander Molens family of Churchill, Montana, who played host to him.



India, Yugoslavia, Brazil and Turkey were other AID countries with high numbers -- as in previous years. France, with 375 agricultural visitors, was actually the highest country of

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California with its fabled agricultural productivity continues to attract foreign guests from around the world. Below a distinguished group of Brazilian senators meet with the Drought Committee of the University of California at Davis.

all. But these were all non-sponsored visitors and included several large French teams.

4. Participants Stay Longer -- It stems from the larger number of participants enrolled in colleges and universities -- but the fact is that the duration of stays in the U.S. is still going up. Longer stays have increased each year since 1959 when about one-fourth of the visiting agriculturists were here for 10 months or longer; this year one-third of them were in that category





5. Animal Husbandry Increases -- With overall A.I.D. numbers down, participants in most major subject matter fields were down accordingly. The major exception was the animal husbandry field which increased from 169 last year to 174.

6. August is Big Month -- Arrivals of A.I.D. participants continue to be concentrated in the summer months, especially August. Thirty-one percent or virtually one-third of the year's total came in August -- a situation created by the beginning of the fall semesters on college campuses and one which complicates August orientation and reception problems in Washington. The effect is an uneven workload for program planners all along the line and less individual attention for participants in the peak periods. But with increasing college enrollment cases each year, there is probably no cure for it.

7. Private Organizations Down -- As a natural consequence of decreased total numbers and also of more participants enrolled in colleges, the number of private organizations drawn on for assistance in training continues to decrease. In 1959, 531 private organizations took part in training; this year just 399 -- a decrease of 25 percent. Participants working for degrees have less time for commercial contact.

Also down this year was the number of participants in communications seminars. The 1961 figure was 403 compared with 368 in 1962. This decrease, too, reflects the overall decrease in numbers.

8. Academic Percentage Is Up -- The annual climb in the percentage of training time devoted to enrollment in colleges and universities was evident again this year. The 1962 percentage was 59 percent of the total man-months of training as compared with 53 percent last year. A.I.D. predicts further increases to come.

9. California Still High -- Down from last year's high 369 foreign agricultural visitors to 273 in 1962, the University of California still had the largest number among the colleges and universities, according to our records.

Other institutions in order of their numbers were the Texas A & M, The Universities of Georgia and Illinois, Ohio State, Cornell, North Carolina State, Colorado State, the Universities of Wisconsin and Arizona, Purdue, Iowa State, Kansas State and the University of Nebraska.

## DEFINITION OF TERMS USED IN STATISTICAL DATA

### I. IN PROGRAM RESPONSIBILITY CATEGORIES

Primary--Cases for which USDA assumes the major programming responsibility.

Secondary--Cases for which agencies other than USDA assume the major programming responsibility and which are referred to USDA because of supplementary interests in the agricultural field.

College Contract--This refers to those participants brought to the United States under the provisions of contractual relationships of specific Land-Grant colleges with the A.I.D., part of whose training is supplied through USDA facilities.

### II. IN SPONSORSHIP CATEGORIES

Organization for Economic Cooperation and Development (OECD)--A regional international inter-governmental organization, successor to the Organization for European Economic Cooperation (OEEC) created in 1948 to implement the Marshall Plan for European recovery. The purpose of OECD is to promote economic growth and employment, contribute to sound economic development and expansion of world trade on a multi-lateral, non-discriminatory basis. OECD membership presently includes 20 countries.

Agency for International Development (A.I.D.)--The technical cooperation program of A.I.D. involves the sharing of U.S. knowledge, experience, techniques and skills with the peoples of the

less developed areas of the world for the purpose of helping them to promote their economic development and raise their levels of living. One of the facets of this program is the training of foreign agricultural technicians in the U.S., such as that carried on under the terms of a cooperative agreement between A.I.D. and USDA.

Bureau of Educational and Cultural Affairs (CU)--(State Department)--This Bureau is responsible for the coordination of a wide variety of international cultural activities which are conducted by several governmental agencies and for the direction of the cultural exchange programs of the Department of State.

Public Law (P.L.) 480--The full name of this is the Agricultural Trade Development and Assistance Act of 1954. This Act provides for the sale of surplus U.S. food and other agricultural crops to friendly nations for local currencies, grants of CCC stocks for famine relief and other assistance, foreign donation and barter programs, and long-term dollar credit sales.

Food and Agricultural Organization of the United Nations (FAO)--The FAO is one of the several specialized agencies of the United Nations. As a part of its technical assistance activities, foreign technicians are awarded fellowships for further training in other countries, including the U.S.



Other United Nations (UN)--Occasionally USDA is called upon to assist participants who have been awarded fellowships by other specialized agencies of the U.N. These include the International Labor Organization (ILO), the World Health Organization (WHO), United Nations Educational, Scientific and Cultural Organization (UNESCO), and the International Bank for Reconstruction and Development of the United Nations.

Non-U.S. Grant--This category refers to those visitors who come to the USDA without financial assistance from either the U.S. Government or an international organization with which the U.S. is affiliated. They include self-financed individuals as well as those sponsored by private Foundations (Ford, Rockefeller, Nuffield, Kellogg, Carnegie, etc.) and commercial firms.

### III. OTHER

Arrivals--This term designates participants whose training programs were begun during the fiscal year indicated.

Departures--This term designates participants whose training programs were completed during the fiscal year indicated.

Man-Months--This term is used to indicate the amount of training provided from a time or calendar point of view (one month of training for one participant equals one man-month).



A visual aid does the trick for the University of California's Dean of the Graduate School, Byron H. Houston (right), explaining the map to His Excellency Ardeshir Zahedi, Iranian Ambassador to the United States (center).

SUMMARY OF PARTICIPANTS PROGRAMMED AND SERVICED - BY SPONSORSHIP

	<u>A.I.D.</u> <sup>a/</sup>	<u>OECD</u> <sup>b/</sup>	<u>FAO</u> <sup>c/</sup>	<u>Other</u> <u>UN</u> <sup>d/</sup>	<u>CU</u> <sup>e/</sup>	<u>Other</u> <sup>f/</sup>	<u>NON-U.S.</u> <u>GRANT</u>	<u>TOTALS</u>
1. TOTAL NUMBER PARTICIPANTS PROGRAMMED AND SERVICED (Total of lines 2 & 3)	1,971	21	62	57	253	27	1,383	3,774
2. On Hand as of July 1, 1961	699	11	25	4	2	2	95	838
3. Total Arrivals	1,272	10	37	53	251	25	1,288	2,936
4. Total Departures	1,270	21	40	55	251	26	1,286	2,949
5. On Hand as of July 1, 1962	701	--	22	2	2	1	97	825
* * * * *								
6. U.S. Technicians - Refresher Training	59							

Table I above summarizes the total workload in terms of arrivals and departures plus participants on hand at the beginning of the year. The TOTAL NUMBER PROGRAMMED AND SERVICED is perhaps the most accurate indicator of the workload in a given year. This summary is basic to many of the tables which follow as several of them represent more detailed breakdowns of this basic data.

a/ Agency for International Development

b/ Organization for Economic Cooperation and Development

c/ Food and Agriculture Organization of the United Nations

d/ Other United Nations organizations

e/ Bureau of Educational and Cultural Affairs, Department of State

f/ Includes Department of Defense, International Monetary Fund, National Institute of Health, National Academy of Sciences, and P.L. 480

(Descriptive information on these organizations is shown on pages 18 and 19.)



TABLE II

SUMMARY OF PARTICIPANT ARRIVALS - BY SPONSORSHIP AND FISCAL YEARS

	<u>FY 1958</u>	<u>FY 1959</u>	<u>FY 1960</u>	<u>FY 1961</u>	<u>FY 1962</u>
<u>Agency for International Development</u>					
Primary . . . . .	860	1,009	1,079	1,027	892
Secondary . . . . .	315	333	415	375	289
College Contract . . . . .	53	111	87	69	91
<u>Organization for Economic Cooperation &amp; Development</u>					
Primary . . . . .	-	25	41	24	-
Secondary . . . . .	-	8	1	16	10
<u>United Nations</u>					
FAO Primary . . . . .	54	30	51	34	29
Other UN Primary . . . . .	5	-	1	7	1
FAO and Other UN Secondary . . . . .	48	68	37	12	60
<u>Department of State</u>					
Bureau of Educational and Cultural Affairs . . . .	138	161	198	174	251
<u>P.L. 480</u> . . . . .	20	58	35	47	1
<u>Department of Defense</u> . . . . .	-	37	23	11	2
<u>International Monetary Fund</u> . . . . .	-	-	-	-	20
<u>National Institute of Health</u> . . . . .	-	-	-	-	1
<u>National Academy of Sciences</u> . . . . .	-	-	-	-	1
<u>Non-U.S. Grant</u> . . . . .	643	603	916	1,274	1,288
<u>GRAND TOTAL</u>	<u>2,136</u>	<u>2,443</u>	<u>2,884</u>	<u>3,070</u>	<u>2,936</u>

TABLE III

SUMMARY OF PARTICIPANT LOADA. A.I.D. PRIMARY PARTICIPANTS ONLY - BY MONTHS

<u>Month</u>	<u>On Hand</u>	<u>Arrivals</u>	<u>Departures</u>	<u>Total Number Programmed &amp; Serviced</u>
July	684	92	84	776
August	692	279	164	971
September	807	120	164	927
October	763	23	85	786
November	701	22	73	723
December	650	33	90	683
January	593	69	21	662
February	641	14	58	655
March	597	43	38	640
April	602	24	29	626
May	597	64	20	661
June	641	109	59	750
		<hr/>	<hr/>	
	xxx	892	885	xxx

B. ALL PARTICIPANTS AND VISITORS - BY MONTHS

<u>Month</u>	<u>On Hand</u>	<u>Arrivals</u>	<u>Departures</u>	<u>Total Number Programmed &amp; Serviced</u>
July	838	238	227	1,076
August	849	502	387	1,351
September	964	316	352	1,280
October	928	192	306	1,120
November	814	123	188	937
December	749	119	202	868
January	666	134	77	800
February	723	74	119	797
March	678	133	127	811
April	684	487	460	1,171
May	711	302	269	1,013
June	744	316	235	1,060
		<hr/>	<hr/>	
	xxx	2,936	2,949	xxxxxx



Figure 1

# SUMMARY OF PARTICIPANT LOAD, BY MONTHS, FY 1962

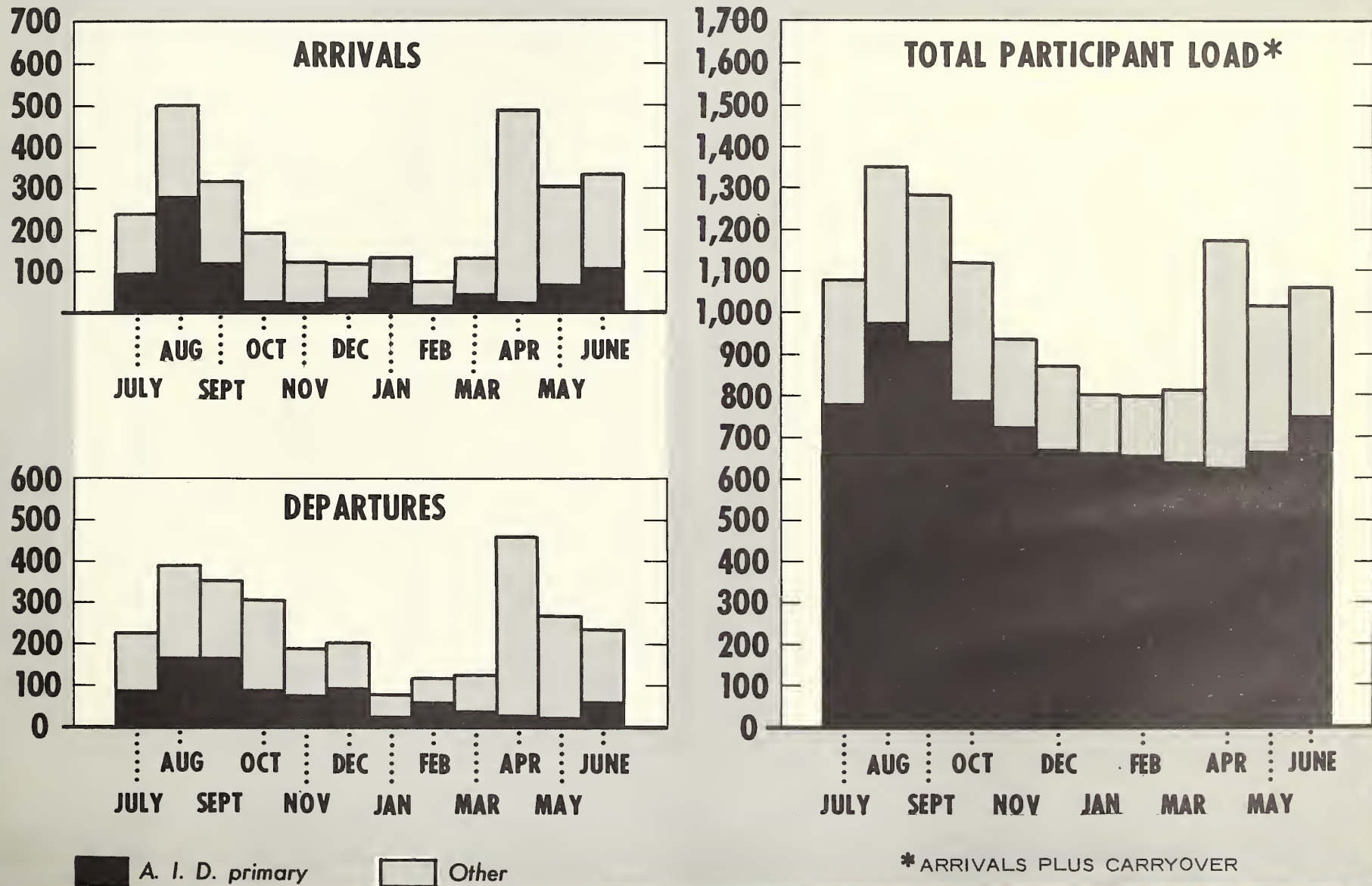


TABLE IV

## NUMBER OF ARRIVALS - BY COUNTRY AND SPONSORSHIP

COUNTRY	A.I.D.	OECD	FAO	Other UN	CU	Other	Non-U.S. Grant	T O T A L S		
								FY '60	FY '61	FY '62
Afghanistan	7	-	1	1	6	-	-	1	10	15
Algeria	-	-	-	-	-	-	1	-	-	1
Angola	-	-	-	-	-	-	-	1	-	-
Argentina	34	-	-	2	2	1 a/	22	67	82	61
Australia	-	-	-	-	3	-	53	74	58	56
Austria	-	-	-	-	-	-	4	10	4	4
Basutoland	-	-	-	-	-	-	-	1	-	-
Bechuanaland	-	-	-	-	-	-	-	1	-	-
Belgium	-	-	-	-	2	-	8	11	15	10
Bolivia	16	-	-	-	-	1 a/	-	14	6	17
Brazil	50	-	-	1	19	-	16	135	95	86
British Guiana	9	-	-	-	-	-	3	7	10	12
British Honduras	-	-	-	-	-	-	-	3	2	-
Bulgaria	-	-	-	-	-	-	6	3	2	6
Burma	1	-	2	-	4	-	7	10	9	14
Cambodia	14	-	-	-	-	-	-	13	30	14
Cameroun	-	-	-	1	-	-	-	1	2	1
Canada	-	-	-	-	-	-	27	6	4	27
Central African Republic	-	-	-	1	-	-	-	-	-	1
Ceylon	15	-	-	-	-	-	2	7	18	17
Chad	-	-	-	-	-	-	-	-	1	-
Chile	41	-	1	-	3	-	11	50	50	56
China, Republic of	30	-	-	2	1	-	9	44	30	42
Colombia	29	-	-	1	1	1 a/	8	36	29	40
Congo Republic (Brazzaville)	-	-	-	-	2	-	-	-	1	2
Congo, Republic of the (Leopoldville)	10	-	-	-	7	-	-	3	39	17



TABLE IV (Continued)

## NUMBER OF ARRIVALS - BY COUNTRY AND SPONSORSHIP

COUNTRY	A.I.D.	OECD	FAO	Other UN	CU	Other	Non-U.S. Grant	T O T A L S		
								FY'60	FY'61	FY'62
Costa Rica	6	-	-	-	-	-	4	16	21	10
Cuba	-	-	-	-	-	-	-	1	-	-
Cyprus	-	-	-	-	2	-	-	4	3	2
Czechoslovakia	-	-	-	-	-	-	-	2	1	-
Dahomey	2	-	-	-	-	-	-	-	-	2
Denmark	-	-	-	-	-	-	1	8	38	1
Ecuador	1	-	-	-	1	-	3	16	18	5
El Salvador	23	-	-	-	-	-	-	12	34	23
Ethiopia	15	-	1	2	-	-	-	14	19	18
Fed. of Rhodesia and Nyasaland	2	-	3	-	3	-	8	14	23	16
Finland	-	-	-	-	2	-	6	28	101	8
France	-	2	-	2	4	-	367	18	259	375
Gabon	-	-	-	-	1	-	-	-	-	1
Germany	-	-	-	-	4	1 <u>b/</u>	113	112	92	118
Ghana	21	-	-	1	-	1 <u>a/</u>	7	16	16	30
Great Britain										
England	-	2	-	-	-	-	40	97	60	42
Northern Ireland	-	-	-	-	-	-	3	1	2	3
Scotland	-	-	-	-	1	-	7	9	10	8
Wales	-	-	-	-	-	-	1	4	-	1
Greece	4	-	-	1	-	-	4	46	24	9
Guatemala	12	-	1	1	12	1 <u>a/</u>	2	17	20	29
Guinea	-	-	-	-	-	1 <u>c/</u>	5	2	1	6
Haiti	3	-	-	-	-	1 <u>a/</u>	-	27	11	4
Honduras	4	-	-	-	-	-	2	14	11	6
Hong Kong	-	-	-	-	-	-	1	-	-	1

a/ International Monetary Fund

b/ Department of Defense

c/ P.L. 480

TABLE IV (Continued)

## NUMBER OF ARRIVALS - BY COUNTRY AND SPONSORSHIP

COUNTRY	A.I.D.	OECD	FAO	Other		Other	Non-U.S. Grant	TOTALS		
				UN	CU			FY'60	FY'61	FY'62
Hungary	-	-	-	-	-	-	-	-	3	-
Iceland	-	-	-	-	-	-	-	5	5	-
India	119	-	-	2	2	2 a/d/	50	154	140	175
Indonesia	42	-	-	2	1	1 a/	8	50	60	54
Iran	15	-	2	-	1	1 e/	9	57	48	28
Iraq	11	-	-	-	-	-	-	13	17	11
Ireland	-	-	-	-	1	-	6	8	7	7
Israel	44	-	3	-	1	-	15	31	44	63
Italy	-	1	-	-	1	1 b/	16	34	23	19
Ivory Coast	-	-	-	-	-	-	-	1	1	-
Japan	94	-	-	1	-	-	83	273	249	178
Jordan	6	-	1	1	-	-	-	8	19	8
Kenya	53	-	-	-	2	-	-	13	16	55
Korea	22	-	1	1	-	1 a/	8	39	45	33
Laos	-	-	-	-	1	-	-	-	-	1
Lebanon	4	-	-	-	1	-	3	8	4	8
Liberia	12	-	-	-	-	-	2	3	9	14
Libya	2	-	1	1	-	-	1	33	8	5
Luxembourg	-	-	-	-	1	-	2	1	5	3
Malagasy Republic	2	-	-	2	5	-	1	2	2	10
Malaya	-	-	-	-	3	1 a/	3	9	9	7
Mali	1	-	-	2	10	-	2	-	2	15
Mauritania	-	-	-	-	3	-	-	-	-	3
Martinique	-	-	-	-	-	-	-	-	2	-
Mexico	-	-	4	-	66	-	19	35	13	89
Morocco	12	-	-	1	-	-	3	25	4	16
Mozambique	-	-	-	-	1	-	-	-	1	1
Nepal	10	-	-	-	-	-	5	3	11	15

a/ International Monetary Fund  
b/ Department of Defense  
d/ National Institute of Health  
e/ National Academy of Sciences



TABLE IV (Continued)

## NUMBER OF ARRIVALS - BY COUNTRY AND SPONSORSHIP

COUNTRY	A.I.D.	OECD	FAO	Other UN	CU	Other	Non-U.S. Grant	T O T A L S		
								FY'60	FY'61	FY'62
Netherlands	-	1	-	-	2	-	36	36	82	39
New Guinea	-	-	-	-	-	-	1	-	-	1
New Zealand	-	-	-	-	2	-	11	15	9	13
Nicaragua	5	-	-	-	-	-	5	13	14	10
Niger	1	-	-	-	-	-	-	-	-	1
Nigeria	20	-	-	2	3	1 a/	15	79	33	41
Norway	-	-	-	-	2	-	6	9	15	8
Pakistan	1	-	2	3	4	1 a/	8	103	36	19
Panama	13	-	-	-	-	-	1	37	10	14
Paraguay	8	-	-	1	-	-	-	7	2	9
Peru	4	-	1	-	-	-	9	35	28	14
Philippines	25	-	1	1	1	-	5	60	76	33
Poland	-	-	2	-	2	-	24	14	43	28
Portugal	-	-	1	-	-	1 a/	7	1	4	9
Rumania	-	-	-	-	2	-	14	5	-	16
Ryukyu Islands	-	-	-	-	-	-	-	12	4	-
Sarawak	-	-	-	1	1	-	-	-	-	2
Saudi Arabia	-	-	-	-	-	-	-	1	-	-
Senegal	2	-	-	-	2	-	-	5	2	4
Sierra Leone	5	-	-	-	1	-	1	-	1	7
Singapore	-	-	-	-	-	-	-	2	-	-
Somali Republic	26	-	-	-	-	-	-	2	2	26
South Africa, Rep. of	-	-	-	-	4	-	21	25	26	25
Spain	29	-	1	1	-	-	8	64	46	39
Soviet Union (USSR)	-	-	-	1	-	-	16	99	24	17
Sudan	31	-	-	1	4	1 a/	-	23	27	37
Surinam	3	-	-	-	-	1 a/	-	2	5	4
Sweden	-	2	-	-	-	-	16	23	37	18
Switzerland	-	1	-	-	-	-	9	24	11	10

a/ International Monetary Fund

TABLE IV (Continued)

NUMBER OF ARRIVALS - BY COUNTRY AND SPONSORSHIP

<u>COUNTRY</u>	<u>A.I.D.</u>	<u>OECD</u>	<u>FAO</u>	<u>Other UN</u>	<u>CU</u>	<u>Other</u>	<u>Non-U.S. Grant</u>	<u>T O T A L S</u>		
								<u>FY'60</u>	<u>FY'61</u>	<u>FY'62</u>
Syria	1	-	1	1	2	1 <u>a/</u>	1	3	2	7
Tanganyika	20	-	-	1	3	-	1	4	20	25
Thailand	46	-	2	3	3	1 <u>a/</u>	2	54	80	57
Togo	4	-	-	1	4	-	-	2	4	9
Tunisia	18	-	-	-	2	-	-	45	35	20
Turkey	66	1	1	2	4	-	10	66	131	84
Uganda	1	-	-	1	3	-	1	5	9	6
UAR (Egypt)	10	-	4	3	2	-	15	48	36	34
Upper Volta	-	-	-	-	1	-	-	-	-	1
Uruguay	2	-	-	-	3	-	35	20	40	40
Venezuela	-	-	-	-	8	-	11	10	26	19
Vietnam	16	-	-	-	-	1 <u>a/</u>	1	36	46	13
West Indies	35	-	-	1	1	1 <u>a/</u>	5	23	44	43
Western Samoa	-	-	-	-	1	-	3	-	-	4
Yugoslavia	82	-	-	-	4	1 <u>a/</u>	3	85	51	90
Zanzibar	-	-	-	-	-	-	-	1	1	-
<b>TOTALS</b>	<b>1,272</b>	<b>10</b>	<b>37</b>	<b>53</b>	<b>251</b>	<b>25</b>	<b>1,238</b>	<b>2,884</b>	<b>3,070</b>	<b>2,936</b>

---

a/ International Monetary Fund



Figure II

# NUMBER OF ARRIVALS BY REGION AND FISCAL YEAR

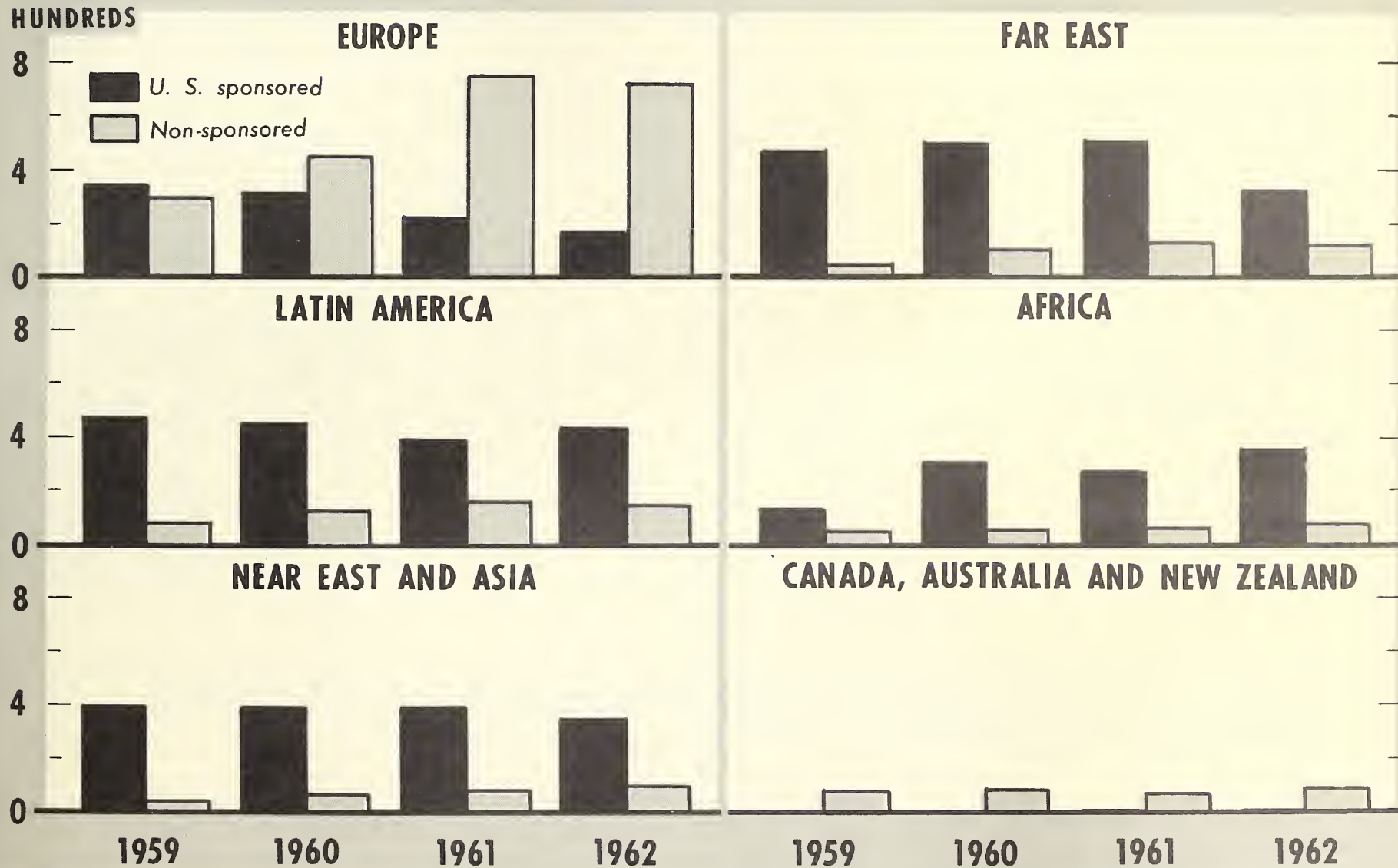


TABLE V

NUMBER OF PARTICIPANTS PROGRAMMED TO STATES - BY SPONSORSHIP a/ b/

States, Land-Grant Institutions and Other Locations	A.I.D.	FAO & Other UN	OECD	CU	Non-U.S. Grant	T O T A L S		
						FY'60	FY'61	FY'62
<u>ALABAMA</u>								
Auburn University	16	2	-	-	6	14	31	24
Alabama State A & M Institute	-	-	-	-	-	-	-	-
Other Locations	39	-	-	-	1	18	48	40
<u>ARIZONA</u>								
University of Arizona	106	5	-	-	3	110	97	114
Other Locations	40	4	1	2	1	56	65	48
<u>ARKANSAS</u>								
University of Arkansas	47	1	-	1	-	38	34	49
Arkansas A & M Normal College	-	-	-	-	-	-	-	-
Other Locations	23	1	-	-	1	32	45	25
<u>CALIFORNIA</u>								
University of California	211	14	3	4	41	368	369	273
California State Polytechnic College	109	-	-	-	-	147	104	109
Other Locations	156	9	2	8	33	319	267	208
<u>COLORADO</u>								
Colorado State University	86	4	1	1	24	132	102	116
Other Locations	123	1	4	2	23	110	137	153
<u>CONNECTICUT</u>								
University of Connecticut	9	2	-	-	4	29	7	15
Other Locations	3	-	-	-	1	11	15	4

a/ Includes only the number of foreign participants and visitors who followed a detailed program prepared through FAS/USDA leadership.

b/ Figures in this table naturally include duplication within and between states.



TABLE V (Continued)

## NUMBER OF PARTICIPANTS PROGRAMMED TO STATES - BY SPONSORSHIP

States, Land-Grant Institutions and Other Locations	A.I.D.	FAO & Other UN	OECD	CU	Non-U.S. Grant	T O T A L S		
						FY '60	FY '61	FY '62
<u>DELAWARE</u>								
University of Delaware	8	-	-	-	1	25	17	9
Other Locations	5	-	-	-	-	5	10	5
<u>FLORIDA</u>								
University of Florida	75	3	1	1	6	98	101	86
Florida A & M University	5	-	-	-	-	-	-	5
Other Locations	25	5	-	1	4	83	71	35
<u>GEORGIA</u>								
University of Georgia	135	3	-	2	12	225	157	152
Fort Valley State College	-	-	-	-	-	-	-	-
Other Locations	44	2	3	-	2	77	113	51
<u>HAWAII</u>								
University of Hawaii	30	-	-	1	2	87	63	33
International Training Agency c/	33	-	-	-	2	100	79	35
Other Locations	8	-	-	-	3	19	11	11
<u>IDAHO</u>								
University of Idaho	24	3	-	-	6	43	25	33
Other Locations	11	-	-	1	3	31	56	15
<u>ILLINOIS</u>								
University of Illinois	134	2	-	2	7	196	144	145
Other Locations	188	5	1	-	20	427	331	214
<u>INDIANA</u>								
Purdue University	93	3	-	-	14	169	148	110
Other Locations	23	1	-	-	5	68	58	29

c/ All participants going to Hawaii go through the International Training Agency.

TABLE V (Continued)

## NUMBER OF PARTICIPANTS PROGRAMMED TO STATES - BY SPONSORSHIP

States, Land-Grant Institutions and Other Locations	A.I.D.	FAO & Other UN	OECD	CU	Non-U.S. Grant	T O T A L S		
						FY '60	FY '61	FY '62
<u>IOWA</u>								
Iowa State University	62	6	5	13	21	195	126	107
Other Locations	49	3	3	-	4	68	42	59
<u>KANSAS</u>								
Kansas State University	97	3	-	-	5	106	132	105
Other Locations	14	1	-	-	-	40	47	15
<u>KENTUCKY</u>								
University of Kentucky	36	2	-	-	3	77	92	41
Kentucky State College	-	-	-	-	-	-	-	-
Other Locations	28	1	-	-	1	26	32	30
<u>LOUISIANA</u>								
Louisiana State University	57	-	-	-	3	117	86	60
Southern University	-	-	-	-	-	-	-	-
Other Locations	64	3	1	3	1	64	78	72
<u>MAINE</u>								
University of Maine	2	-	-	-	-	6	20	2
Other Locations	10	-	-	-	1	4	31	11
<u>MARYLAND</u>								
University of Maryland	49	1	-	-	4	60	38	54
Maryland State College	-	-	-	-	-	-	-	-
Other Locations	35	1	-	-	5	69 <sub>d/</sub>	75 <sub>d/</sub>	41 <sub>d/</sub>

d/ Excludes ARC, Beltsville, Maryland.

TABLE V (Continued)

## NUMBER OF PARTICIPANTS PROGRAMMED TO STATES - BY SPONSORSHIP

States, Land-Grant Institutions and Other Locations	A.I.D.	FAO & Other UN	OECD	CU	Non-U.S. Grant	T O T A L S		
						FY'60	FY'61	FY'62
<u>MASSACHUSETTS</u>								
University of Massachusetts	6	1	-	-	-	41	26	7
Other Locations	22	-	-	-	2	34	54	24
<u>MICHIGAN</u>								
Michigan State University	52	1	1	1	29	117	141	84
Other Locations	54	4	-	-	13	109	72	71
<u>MINNESOTA</u>								
University of Minnesota	48	7	-	-	20	106	139	75
Other Locations	31	1	-	-	3	57	48	35
<u>MISSISSIPPI</u>								
Mississippi State University	32	-	-	-	6	71	48	38
Alcorn A & M College	-	-	-	-	-	-	-	-
Other Locations	41	2	-	-	4	30	85	47
<u>MISSOURI</u>								
University of Missouri	29	3	-	1	5	121	80	38
Lincoln University	-	-	-	-	-	-	-	-
Other Locations	75	1	-	-	7	85	81	83
<u>MONTANA</u>								
Montana State College	5	1	-	1	-	25	10	7
Other Locations	8	1	-	-	5	11	8	14
<u>NEBRASKA</u>								
University of Nebraska	79	1	2	-	20	112	106	102
Other Locations	71	-	4	12	20	73	102	107



TABLE V (Continued)

## NUMBER OF PARTICIPANTS PROGRAMMED TO STATES - BY SPONSORSHIP

States, Land-Grant Institutions and Other Locations	A.I.D.	FAO & Other UN	OECD	CU	Non-U.S. Grant	T O T A L S		
						FY'60	FY'61	FY'62
<u>NEVADA</u>								
University of Nevada	3	-	-	-	1	12	1	4
Other Locations	6	-	-	-	1	18	11	7
<u>NEW HAMPSHIRE</u>								
University of New Hampshire	-	-	-	-	-	14	18	-
Other Locations	4	-	-	1	-	5	3	5
<u>NEW JERSEY</u>								
Rutgers University	13	1	-	-	2	46	24	16
Other Locations	13	-	1	1	6	12	11	21
<u>NEW MEXICO</u>								
New Mexico State University	26	-	-	1	2	39	33	29
Other Locations	10	1	-	1	-	24	31	12
<u>NEW YORK</u>								
Cornell University	105	4	-	-	23	233	210	132
Other Locations	75	4	1	-	11	213	179	91
<u>NORTH CAROLINA</u>								
North Carolina State College	100	6	1	3	18	113	158	128
Agricultural & Technical College of North Carolina	69	-	-	-	-	3	32	69
Other Locations	39	1	-	-	2	35	65	42
<u>NORTH DAKOTA</u>								
North Dakota State University of Agriculture & Applied Science	1	-	-	5	8	2	7	14
Other Locations	3	-	-	-	1	16	9	4

TABLE V (Continued)

## NUMBER OF PARTICIPANTS PROGRAMMED TO STATES - BY SPONSORSHIP

States, Land-Grant Institutions and Other Locations	A.I.D.	FAO & Other UN	OECD	CU	Non-U.S. Grant	T O T A L S		
						FY'60	FY'61	FY'62
<u>OHIO</u>								
Ohio State University	126	4	-	-	9	73	112	139
Other Locations	74	1	-	-	2	102	144	77
<u>OKLAHOMA</u>								
Oklahoma State University	60	1	-	-	4	142	71	65
Langston University	-	-	-	-	-	-	-	-
Other Locations	23	-	-	15	1	70	60	39
<u>OREGON</u>								
Oregon State University	67	-	1	-	13	108	94	81
Other Locations	51	3	1	1	7	54	93	63
<u>PENNSYLVANIA</u>								
Pennsylvania State University	33	-	-	-	8	133	67	41
Other Locations	74	1	-	-	4	78	132	79
<u>PUERTO RICO</u>								
Office of Technical Cooperation e/	106	4	-	-	-	124	114	110
University of Puerto Rico	61	3	-	-	-	108	90	64
Other Locations	55	3	-	-	-	55	71	58
<u>RHODE ISLAND</u>								
University of Rhode Island	3	-	-	-	-	1	-	3
Other Locations	-	-	-	-	-	-	-	-

e/ All participants sent to Puerto Rico go through the Office of Technical Cooperation.

TABLE V (Continued)

## NUMBER OF PARTICIPANTS PROGRAMMED TO STATES - BY SPONSORSHIP

States, Land-Grant Institutions and Other Locations	A.I.D.	FAO & Other UN	OECD	CU	Non-U.S. Grant	T O T A L S		
						FY'60	FY'61	FY'62
<u>SOUTH CAROLINA</u>								
Clemson Agricultural College	3	-	-	-	4	19	25	7
South Carolina State College	-	-	-	-	-	-	1	-
Other Locations	12	-	-	-	6	14	36	18
<u>SOUTH DAKOTA</u>								
South Dakota State College	7	-	-	-	-	21	4	7
Other Locations	5	-	-	-	-	8	8	5
<u>TENNESSEE</u>								
University of Tennessee	8	1	-	-	6	27	24	15
Other Locations	30	3	-	-	10	73	68	43
<u>TEXAS</u>								
Texas A & M College	122	4	-	18	15	233	178	159
Prairie View A & M College	72	-	-	-	-	20	33	72
Other Locations	72	2	2	12	3	141	120	91
<u>UTAH</u>								
Utah State University	72	3	1	-	18	114	88	94
Other Locations	36	-	1	1	2	36	62	40
<u>VERMONT</u>								
University of Vermont	1	-	-	-	-	26	16	1
Other Locations	1	-	-	-	-	8	31	1



TABLE V (Continued)

## NUMBER OF PARTICIPANTS PROGRAMMED TO STATES - BY SPONSORSHIP

States, Land-Grant Institutions and Other Locations	A.I.D.	FAO & Other UN	OECD	CU	Non-U.S. Grant	T O T A L S		
						FY'60	FY'61	FY'62
<u>VIRGINIA</u>								
Virginia Polytechnic Institute	9	2	-	-	3	38	37	14
Virginia State College	5	-	-	-	-	-	-	5
Other Locations	32	2	1	7	1	46	53	43
<u>WASHINGTON</u>								
Washington State University	39	3	3	1	7	80	59	53
Other Locations	29	1	3	2	7	74	126	42
<u>WEST VIRGINIA</u>								
West Virginia University	28	-	-	-	2	29	12	30
Other Locations	86	1	-	-	1	49	74	88
<u>WISCONSIN</u>								
University of Wisconsin	81	8	-	4	23	126	181	116
Other Locations	88	2	-	4	8	111	169	102
<u>WYOMING</u>								
University of Wyoming	9	-	-	-	2	20	19	11
Other Locations	4	-	-	-	1	6	3	5

Figure III

# SPONSORED PARTICIPANTS PROGRAMMED TO LAND-GRANT INSTITUTIONS, FISCAL YEAR 1962\*

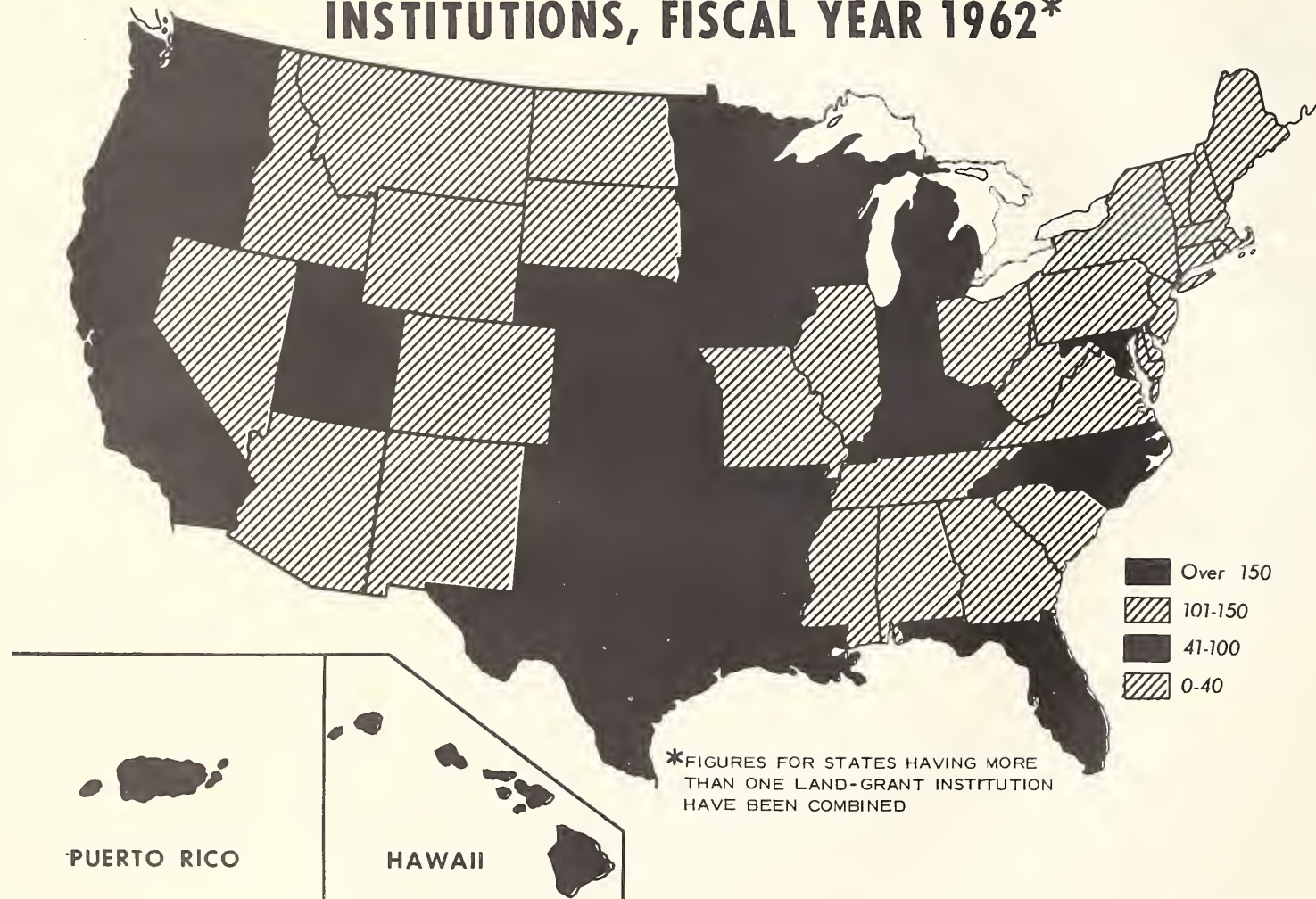


TABLE VI

## GROUP TRAINING SITUATIONS

A. SUMMARY OF SPECIAL A.I.D. TRAINING COURSES OF FIVE OR MORE PARTICIPANTS - LAST FIVE YEARS

	<u>FY 1958</u>	<u>FY 1959</u>	<u>FY 1960</u>	<u>FY 1961</u>	<u>FY 1962</u>
Number of Groups <u>a/ b/</u>	64	75	86	76	75
Number of Participants in Above Groups	686	902 <u>c/</u>	1,053 <u>c/</u>	1,040 <u>c/</u>	1,077 <u>c/</u>
Percentage of Total A.I.D. Primary Training Done in Group Situations (Based on Man Months)	30%	28%	30%	22%	19%

a/ Five or more individuals working together on a common program are classified as a group.

b/ These figures include only the groups begun during the fiscal year.

c/ A number of individuals participated in more than one group training situation.

B. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962 d/  
(Listed by Subject Matter Areas)

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>AGRICULTURAL ADMINISTRATION AND POLICY</u>				
Public Administration in Agricultural Development (Multi-country)	11	12	Phillip F. Aylesworth Federal Extension Service USDA	6/18/62 - 7/20/62

d/ All groups are A.I.D. sponsored unless otherwise indicated.



TABLE VI (Continued)

GROUP TRAINING SITUATIONSB. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>AGRICULTURAL ADMINISTRATION AND POLICY (Continued)</u>				
American Agricultural Methods and Training Facilities (Togo) <u>e/</u>	1	3	Paul Keenan Agency for International Development	8/15/61 - 10/19/61
<u>AGRICULTURAL ECONOMICS</u>				
Agricultural Cooperatives (Brazil)	1	9	Clarence Hart Eastern Idaho Production Credit Association (Retired)	6/13/62 - 10/20/62
Agricultural Cooperatives (Multi-country)	3	13	Clay C. Stubbs Farmers Home Administration USDA	6/25/62 - 9/21/62
Melon & Cucumber Cooperatives <u>e/</u> (El Salvador)	1	4	Harold E. Wahlberg University of California (Retired)	6/25/62 - 7/7/62
Officials & Leaders in Agricultural Credit (Multi-country)	2	5	H. V. Geib Foreign Agricultural Service USDA (Retired)	8/2/61 - 10/21/61

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e/ Required a Technical Leader but had fewer than five participants.

TABLE VI (Continued)

GROUP TRAINING SITUATIONS

B. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>AGRICULTURAL ECONOMICS</u> (Continued)				
Agricultural Credit (Multi-country)	5	10	Edwin R. Raymond Foreign Agricultural Service USDA (Retired)	9/13/61 - 12/13/61
Agricultural Credit (Multi-country)	5	8	Mark C. Hughes Federal Land Bank of Omaha (Retired)	9/13/61 - 12/21/61
Agricultural Credit (Multi-country)	5	8	Guy W. Miller Ohio State University (Retired)	1/10/62 - 4/28/62
Agricultural Credit (Multi-country)	8	10	Bernard Erven Ohio State University	5/16/62 - 9/14/62
Agricultural Credit (Turkey)	1	7	Mark C. Hughes Federal Land Bank of Omaha (Retired)	6/13/62 - 10/20/62
Fruit Marketing & Production (Chile)	1	12	William C. Tesche California Walnut Growers Association (Retired)	7/5/61 - 9/7/61

TABLE VI (Continued)

GROUP TRAINING SITUATIONSB. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>AGRICULTURAL ECONOMICS (Continued)</u>				
Marketing of Fruits & Vegetables (Panama)	1	11	Harold E. Wahlberg University of California (Retired)	8/23/61 - 10/7/61
Marketing of Agricultural Products (Multi-country)	5	10	Maurice E. Baker Ohio State University	9/5/61 - 12/22/61
Grain Storage & Marketing (Multi-country)	5	5	J. H. Shollenberger Agricultural Marketing Service, USDA (Retired)	6/6/62 - 9/12/62
Storage of Upland Grain Crops (Japan)	1	12	Robert C. Ross (7/26-8/11) University of Illinois (Retired) and J. H. Shollenberger (8/12-8/29) Agricultural Marketing Service USDA (Retired)	7/26/61 - 8/29/61
Crop and Livestock Reporting (Argentina)	1	7	E. O. Schlotzhauer Economic Research Service USDA	6/10/62 - 7/28/62



TABLE VI (Continued)

GROUP TRAINING SITUATIONSB. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>AGRICULTURAL ECONOMICS (Continued)</u>				
Large Scale Farming (Yugoslavia)	1	9	Glenn K. Rule Soil Conservation Service USDA (Retired)	8/28/61 - 11/4/61
Agricultural Economics (Multi-country)	13	20	Mervin G. Smith (7/12-8/11) Ohio State University and Guy W. Miller (8/12-9/15) Ohio State University (Retired)	7/12/61 - 9/15/61
Economics of Agricultural Production and Resource Use (Multi-country)	6	7	Ralph Cole University of Nebraska	6/4/62 - 9/1/62
Agriculture and Land Development (Multi-country)	9	24	Loyd K. Fischer University of Nebraska	5/30/62 - 7/14/62
<u>AGRICULTURAL EDUCATION</u>				
Vocational-Technical Training for Rural People (Japan)	1	10	J. I. Wagoner North Carolina Extension Service (Retired)	10/4/61 - 12/3/61

TABLE VI (Continued)

GROUP TRAINING SITUATIONSB. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>AGRICULTURAL EDUCATION (Continued)</u>				
Agricultural Education (Brazil)	1	6	Howard Addison Purdue University	5/23/62 - 9/15/62
<u>AGRICULTURAL AND HOME ECONOMICS INFORMATION</u>				
Agricultural Information Techniques (Multi-country)	9	14	Richard Mayo Office of Information USDA	8/2/61 - 9/8/61
<u>AGRONOMY AND FIELD CROPS</u>				
Soil and Water Management (Tunisia)	1	5	-----	3/7/62 - 9/5/62
Soil and Water Conservation (Multi-country)	7	14	Bradford Knapp, Jr. Agency for International Development (Retired)	4/16/62 5/12/62
Upland Irrigation - Water Application and Utilization (Japan)	1	7	Harlan G. Collins Soil Conservation Service USDA	7/19/61 - 9/17/61
Irrigation Problems and Practices (Multi-country)	10	15	James Roy Barker Utah State University (Retired)	6/10/62 - 9/1/62

TABLE VI (Continued)

GROUP TRAINING SITUATIONS

B. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>AGRONOMY AND FIELD CROPS (Continued)</u>				
Management & Maintenance of Water Facilities (Japan) (Independently-financed)	1	12	James Roy Barker Utah State University (Retired)	4/20/62 - 5/26/62
Silage Production and Storage (Yugoslavia)	1	5	George Werner University of Wisconsin	9/11/61 10/21/61
Hybrid Sorghum Production (Yugoslavia)	1	5	E. C. Martin (9/5-9/15) Texas A & M College (Retired) and Louis C. Aicher (9/18-9/22) Kansas State University (Retired) and Leslie Sheffield (9/25-9/29) University of Nebraska	8/28/61 - 10/7/61
Seed Improvement (Multi-country)	7	11	H. V. Geib Foreign Agricultural Service USDA (Retired)	5/23/62 - 8/25/62



TABLE VI (Continued)

GROUP TRAINING SITUATIONSB. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>AGRONOMY AND FIELD CROPS (Continued)</u>				
Soil Testing and Fertility Practices (Multi-country)	6	13	E. H. Tyner (6/1-7/23) University of Illinois and James C. Lavery (7/24-9/11) University of Illinois	5/23/62 - 9/15/62
<u>ANIMAL HUSBANDRY</u>				
Dairy Cattle and Artificial Insemination <sup>e/</sup> (Brazil)	1	4	G. L. Artecona American Breeders Service Chicago, Illinois	8/15/61 - 11/11/61
Large Scale Broiler & Egg Production (Yugoslavia)	1	5	Harry Kauffman Pennsylvania State University	8/14/61 - 10/14/61
Livestock Improvement (Morocco)	1	7	B. C. Davis Texas Education Agency (Retired)	8/23/61 - 10/7/61
Strengthening Animal Production (Tunisia)	1	9	John E. Osguthorpe Agency for International Development	1/4/62 - 2/13/62
Livestock Observation (Kenya)	1	10	John Lowe Kansas State University	6/27/62 - 12/8/62

<sup>e/</sup> Required a Technical Leader but had fewer than five participants.

TABLE VI (Continued)

GROUP TRAINING SITUATIONSB. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>ANIMAL HUSBANDRY</u> (Continued)				
Animal Feeding Efficiency (Japan)	1	8	Bradford Knapp, Jr. Agency for International Development (Retired)	8/28/61 - 11/11/61
Large Scale Cattle Feeding (Yugoslavia)	1	6	Richard E. Kiely Colorado State University	11/8/61 - 12/22/61
Large Scale Hog Feeding (Yugoslavia)	1	6	James X. King Agricultural Research Service, USDA	11/1/61 - 12/16/61
Mixed Feeds for Livestock (Multi-country)	4	7	Louis C. Aicher Kansas State University (Retired)	6/4/62 - 7/28/62
Meat Processing & Marketing (Japan) (Independently-financed)	1	12	L. E. Kunkle Ohio State University	6/29/62 - 8/4/62
<u>EXTENSION</u>				
Agricultural, Home Economics and Rural Youth Extension (Multi-country)	4	8	Johnnie J. Woods Prairie View A & M College	12/27/61 - 6/23/62

TABLE VI (Continued)

GROUP TRAINING SITUATIONSB. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>EXTENSION (Continued)</u>				
Agricultural, Home Economics and Rural Youth Extension (Multi-country)	7	14	Johnnie J. Woods Prairie View A & M College	4/25/62 - 10/20/62
Agricultural, Home Economics and Rural Youth Extension (Tanganyika)	1	11	John M. Cavender University of Arkansas	6/6/62 - 11/3/62
Agricultural, Home Economics and Rural Youth Extension (Kenya)	1	11	Luther B. Baldwin County Agricultural Agent Franklin County, North Carolina	6/20/62 - 12/8/62
Agricultural, Home Economics and Rural Youth Extension - Methods and Supervision (Multi-country)	3	7	Russell Ellyson West Virginia University	3/14/62 - 6/30/62
The Role of Extension in Rural Life Improvement (Japan)	1	11	Theo Vaughan Foreign Agricultural Service, USDA (Retired)	9/27/61 - 11/25/61
Extension Supervision - Agriculture, Home Economics and Rural Youth (Multi-country)	8	18	William R. Gordon Agency for International Development (Retired)	9/27/61 - 3/23/62



TABLE VI (Continued)

GROUP TRAINING SITUATIONSB. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>EXTENSION (Continued)</u>				
Supervision for Latin American Extension Workers (Multi-country)	4	10	Esther J. P. Rodriguez University of Puerto Rico	3/2/62 - 6/9/62
Regional Extension Summer and Winter Schools				
At Cornell University	10	31	-----	7/10/61 - 7/28/61
At University of Arizona	9	20	-----	2/5/62 - 2/23/62
At University of Wisconsin	6	15	-----	5/28/62 - 6/15/62
At Prairie View A & M College	4	9	-----	6/4/62 - 6/22/62
At Colorado State University	8	10	-----	6/18/62 - 7/6/62
<u>FORESTRY AND FOREST PRODUCTS</u>				
Logging in Mountainous Areas (Spain)	1	6	E. L. Demmon Forest Service, USDA (Retired)	7/17/61 - 9/16/61
Tropical Forestry <sup>e/</sup> (Multi-country)	3	4	Frank H. Wadsworth Forest Service, USDA	9/2/61 - 12/2/61

e/ Required a Technical Leader but had fewer than five participants.

TABLE VI (Continued)

GROUP TRAINING SITUATIONSB. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>FARMER ORGANIZATIONS AND AGRICULTURAL LEADERSHIP</u>				
Agricultural Leaders (Thailand)	1	12	B. B. Jones Louisiana State University (Retired)	7/9/61 - 10/7/61
Agricultural Leaders (Somali Republic)	1	5	Robert Clough University of Missouri (Retired)	9/27/61 - 12/2/61
Agricultural Development - Agricultural Leaders (Kenya)	1	11	J. W. Jeffries North Carolina State College (Retired)	3/14/62 - 7/14/62
<u>HOME ECONOMICS</u>				
Basic Home Economics (Multi-country)	4	11	Myrtle Smith A & T College of North Carolina	8/16/61 - 12/31/61
<u>OTHER</u>				
Special Christmas Programs				
Educational-Cultural Program University of Georgia	xx	57	-----	12/22/61 - 1/1/62
Educational-Cultural Program University of California and International Hospitality Center	xx	48	-----	12/19/61 - 1/1/62
International House Chicago, Illinois	xx	66	-----	12/22/61 - 1/1/62

TABLE VI (Continued)

GROUP TRAINING SITUATIONSB. SPECIAL TRAINING COURSES OF FIVE OR MORE PARTICIPANTS BEGUN IN FY 1962

<u>Name</u>	<u>No. of Countries Participating</u>	<u>No. of People</u>	<u>Technical Leader and Affiliation</u>	<u>Period of Training</u>
<u>OTHER (Continued)</u>				
Communications - special one-week seminars (16 separate courses)	xx	368 <sup>f/</sup>	-----	1 week

C. OTHER GROUPS NOT SPECIFICALLY IN "TRAINING" CATEGORY

Cereal, Forage and Grass Seed Production (USSR)	1	3	John H. Martin Agricultural Research Service, USDA	9/5/61 - 10/5/61
Livestock Production (USSR)	1	4	Robert E. McDowell Agricultural Research Service, USDA	9/11/61 - 10/10/61
Complex Mechanization of Sugar Beet and Potato Growing (USSR)	1	5	Albert M. Murphy Agricultural Research Service, USDA Twin Falls, Idaho	9/18/61 - 10/15/61
Western Nigeria Farmers Tour (Nigeria)	1	13	-----	8/31/61 - 9/7/61
Veterinary Student Group (France)	1	56	-----	6/16/62 - 7/14/62

<sup>f/</sup> This includes 8 participants who received special one-week communications training as an integral part of another group training program, plus 110 participants in the special Communications Courses conducted directly by A.I.D. in cooperation with Michigan State University.



TABLE VII

## MAN-MONTHS OF TRAINING PROVIDED - BY SPONSORSHIP AND FISCAL YEAR

	FY 1958	FY 1959	FY 1960	FY 1961	FY 1962
A.I.D. Primary . . . . .	5,468	6,291	6,756	7,691	7,975
A.I.D. Secondary and College Contract . . . .	87	93	104	116	129
FAO and Other United Nations . . . . .	419	320	336	327	339
Other Primary . . . . .	--	226 a/	261 a/	409 a/	19 a/b/
TOTALS	5,974	6,930	7,457	8,543	8,462

a/ Organization for Economic Cooperation and Development

b/ National Academy of Sciences

Figure IV

# WAYS IN WHICH TRAINING WAS CARRIED OUT FOR A.I.D. PRIMARY PARTICIPANTS - BY FISCAL YEARS

A Graphic Approximation Based on Man-Months of Training

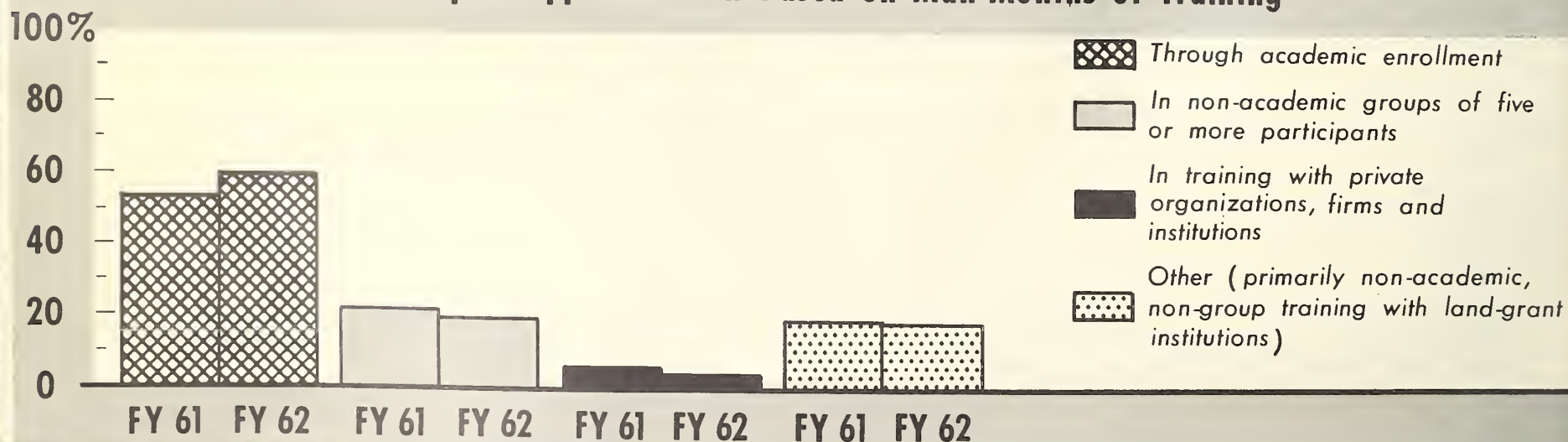


TABLE VIII

NUMBER OF SPONSORED PRIMARY PARTICIPANTS - BY SUBJECT MATTER FIELDS

(Based on Arrivals during Fiscal Year)

<u>Subject Matter Fields</u>	<u>A.I.D.</u>	<u>FAO &amp; Other UN</u>	<u>T O T A L S</u>			
			<u>FY'59</u>	<u>FY'60</u>	<u>FY'61</u>	<u>FY'62</u>
1. AGRICULTURAL ADMINISTRATION AND POLICY	13	-	52	60	26	13
2. AGRICULTURAL ECONOMICS			214	240	217	231
a. Agricultural Cooperatives	33	-				
b. Agricultural Credit	54	-				
c. Agricultural Marketing (Including inspection, grading, processing and storage)	54	2				
d. Agricultural Statistics	17	1				
e. Farm Management, Farm Planning and Work Simplification	15	-				
f. Agricultural Economics - General	26	1				
g. Other (including land tenure, agricultural development, rural sociology, land use, biometry, etc.)	23	-				
3. AGRICULTURAL EDUCATION	24	-	13	16	12	24
4. AGRICULTURAL ENGINEERING			38	46	32	11
a. Farm Structures	-	-				
b. Farm Machinery and Mechanization	7	-				
c. Other Agricultural Engineering	4	-				
5. AGRICULTURAL AND HOME ECONOMICS INFORMATION	16	-	43	31	18	16

TABLE VIII (Continued)

## NUMBER OF SPONSORED PRIMARY PARTICIPANTS - BY SUBJECT MATTER FIELDS

(Based on Arrivals during Fiscal Year)

Subject Matter Fields	A.I.D.	FAO & Other UN	T O T A L S			
			FY'59	FY'60	FY'61	FY'62
6. AGRONOMY AND FIELD CROPS			267	325	269	219
a. Soils and Soil Management (Including soil conservation, soil survey, classification, etc.)	46	2 a/				
b. Irrigation and Drainage	29	2				
c. Field Crops Production and Management	14	-				
d. Management of Range Vegetation	4	-				
e. Pasture and Forage Crops Management	12	-				
f. Seed Crop Production, Plant and Seed Improvement and Plant Breeding	26	2				
g. Plant Nutrition (Including fertilizer, soil amendments, plant food, manufacturing, etc.)	20	-				
h. Plant Pest and Disease Control Entomology (Including weeds, insects, rodents, etc.)	29	1				
i. Tropical and Sub-tropical Tree Fruits	8	1				
j. Other Horticulture (Including vegetables)	6	1				
k. Other Agronomy and Field Crops	14	2				
7. ANIMAL HUSBANDRY			174	171	169	174
a. Dairy Husbandry	10	-				
b. Poultry Husbandry	13	2				
c. Other Animal Husbandry (Including Beef cattle, sheep, swine, goats, artificial insemination, etc.)	56	2				
d. Animal Nutrition (Including feeds and feeding)	34	-				

a/ Includes one participant sponsored by the National Academy of Sciences



TABLE VIII (Continued)

NUMBER OF SPONSORED PRIMARY PARTICIPANTS - BY SUBJECT MATTER FIELDS

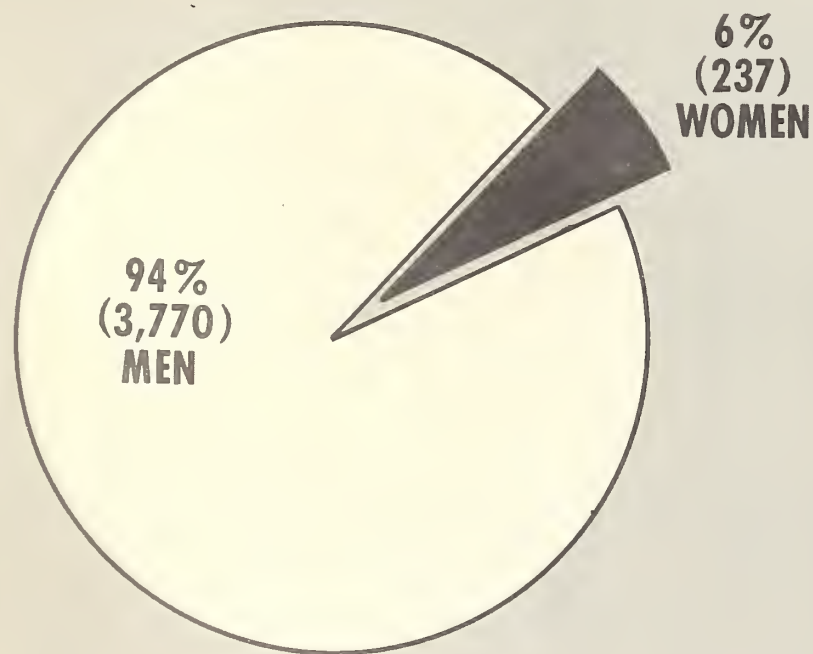
(Based on Arrivals during Fiscal Year)

<u>Subject Matter Fields</u>	<u>A.I.D.</u>	<u>FAO &amp; Other UN</u>	<u>T O T A L S</u>			
			<u>FY'59</u>	<u>FY'60</u>	<u>FY'61</u>	<u>FY'62</u>
7. ANIMAL HUSBANDRY (Continued)						
e. Animal Products (Including milk, meat wool, hides, skins)	17	-				
f. Veterinary Science (Including animal diseases, parasites, biologicals and control programs)	37	3				
8. ATOMIC ENERGY IN AGRICULTURE	2	-	14	10	7	2
9. EXTENSION <u>b/</u>			113	156	159	120
a. Agricultural Extension	99	1				
b. Home Economics Extension	15	-				
c. Rural Youth Extension	5	-				
10. FORESTRY AND FOREST PRODUCTS	44	2	60	40	37	46
11. FARMER ORGANIZATIONS AND AGRICULTURAL LEADERSHIP	33	-	55	56	48	33
12. HOME ECONOMICS (Including education, nutrition, clothing, etc.)	20	4	16	11	27	24
13. MISCELLANEOUS	<u>8</u>	<u>2</u>	<u>11</u>	<u>12</u>	<u>24</u>	<u>10</u>
TOTALS	392	31	1,070	1,174	1,095	923

b/ Includes only those participants whose primary purpose was the study of extension work; it excludes the several hundred participants with secondary extension interests who were assisted by the Federal Extension Service and various state extension services.

# NUMBER AND PERCENTAGE OF PARTICIPANTS AND VISITORS BY SEX - LAST FOUR FISCAL YEARS \*

**A.I.D. SPONSORED  
PRIMARY PARTICIPANTS**



**TOTAL OF ALL PARTICIPANTS  
AND VISITORS**

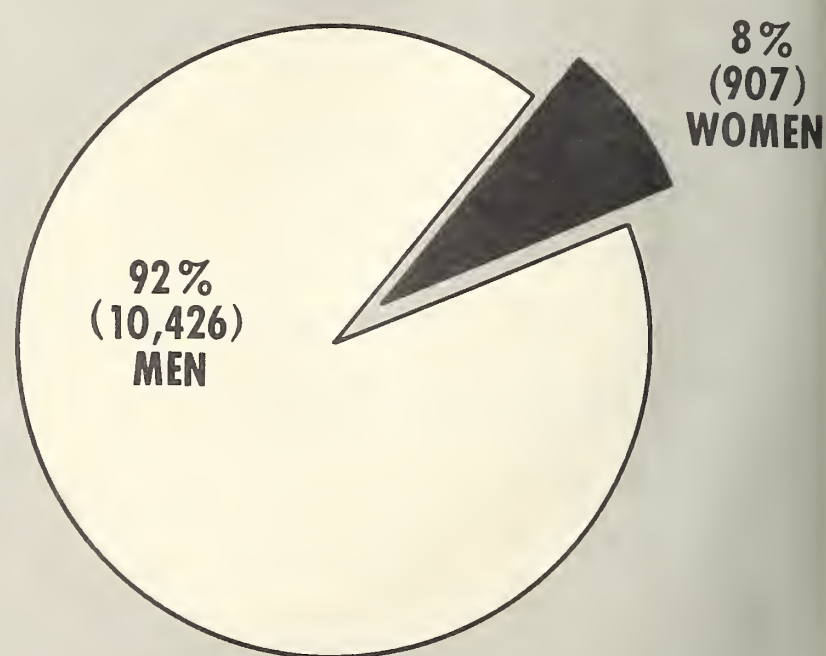


TABLE IX

LENGTH OF TRAINING PERIOD OF PRIMARY PARTICIPANTS - BY SPONSORSHIP

<u>Program Sponsorship</u>	<u>Total Arrivals</u>	<u>Approximate Number of Months in Training</u>			
		<u>0 - 3</u>	<u>4 - 6</u>	<u>7 - 9</u>	<u>10 or more</u>
Agency for International Development	892	305	224	59	304
FAO & Other United Nations	30	6	9	2	13
National Academy of Sciences	<u>1</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1</u>
TOTALS	923	311	233	61	318

Figure VI

# APPROXIMATE PERIOD IN TRAINING OF A.I.D. PRIMARY PARTICIPANTS

Last Four Fiscal Years

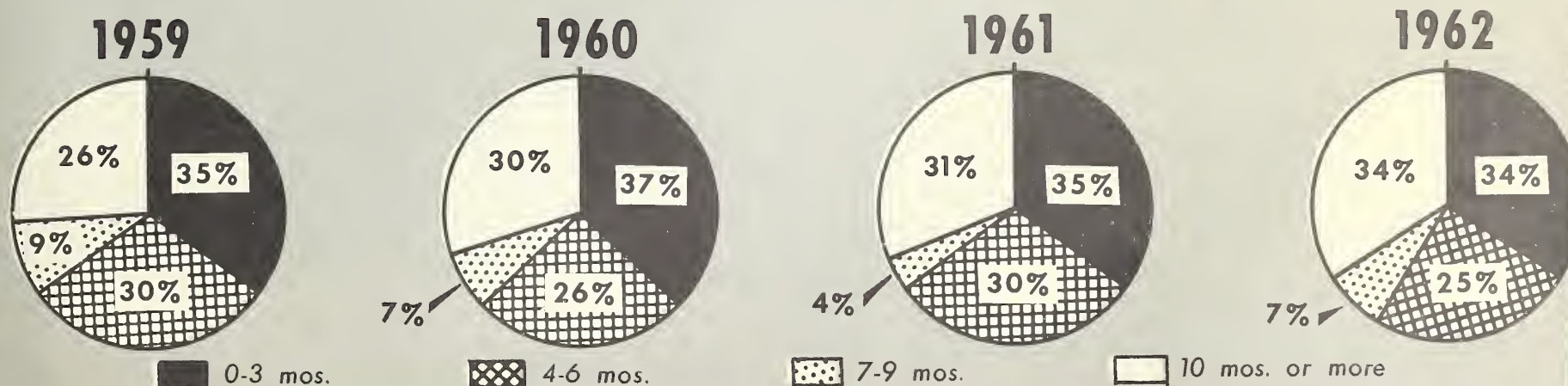




TABLE X

PERIOD FOR WHICH PROGRAMMING GUIDANCE WAS PROVIDED -  
NON-U.S. GRANT VISITORS

<u>Period</u>	<u>Number</u>
0 - 1 week	1,096
1 - 2 weeks	16
2 - 4 weeks	52
1 - 3 months	67
4 - 6 months	26
7 - 9 months	7
10 - 12 months	18
1 - 2 years	6
TOTAL	1,288

TABLE XI

OCCUPATIONAL STATUS OF NON-U.S. GRANT VISITORS

<u>Occupational Status</u>	<u>Number</u>
Ambassadors	8
Ministers of Agriculture	4
Directors of Agriculture	1
National Legislators	8
U.S.-Accredited Diplomats	28
Professional Agriculturists	863
Non-Professional Agriculturists	169
Others	207
TOTAL	1,288

ON THE OPPOSITE PAGE--The wide resources which USDA and the Nation's land-grant colleges draw on for more effective training are illustrated in this picture of the A.I.D. "Special Course in Seed Improvement" as they visit the Delta and Pine Land Company of Scott, Mississippi. The seed group annually visits seed drying and processing facilities, commercial plant breeders, wholesale and retail seed dealers and farmers.







Agricultural Training for Foreigners  
As Conducted  
Cooperatively by the United States Department of Agriculture  
Agency for International Development  
and  
The Nation's Land-Grant Colleges and State Universities

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